Van Horne
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COURSE OF STUDY.

PUBLIC SCHOOLS

GALESBURG, ILL.

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COURSE OF STUDY

PURSUED IN

GALESBURG PUBLIC SCHOOLS.

The grades are arranged to correspond with the first eight years of school attendance. It shall be the duty of teachers to adhere to the course of study here presented.

It is expected that teachers who retain their connection with the schools shall acquaint themselves with, and practice, the best methods of discipline and instruction.

Teachers shall be judged largely by results. It is expected that they shall make definite preparation for all work done in the school-room. The wants of the pupils should be well defined in the teacher's mind, and every lesson should be well digested **before** entering the school-room.

The attention of teachers is called to the following points as embodying the leading ideas in **didactics.**

1. The **nature** of the work to be done.
2. The **organization** of the work growing out of its nature.
3. The **employment** of teachers and pupils in the work.
4. **Government** of the school by the work.
5. **Preparation** of teachers for the work.

Previous preparation on the part of the teacher is indispensable to good results.

The success of the teacher will depend largely on a clear understanding of the laws of mental action. The attention of

teachers is called to the following: **Perception, Memory, Imagination, Comparison, Reason and Generalization.**

How to use the course of study to give the highest and truest development of these faculties, should be made a careful study.

Keep in mind that what is taught has two values:

1. Discipline.
2. Knowledge.

Pupils gain their knowledge largely from two sources—*observation* and *reading*. Much of the teacher's efforts must be directed to securing in the best way these ends. Mental development and the acquirement of knowledge in the early part of school work should be largely by the right use of the *perceptive* faculties.

Object Lessons will form an important part of the first and second years' work. Nature can only be learned by observation.

The medium of communication between teacher and pupil is **language;** hence the necessity for a mutual understanding of the meaning attached to words. Pupils are too often called dull because they cannot express their ideas. Teachers should discover in all cases whether there is a lack of ideas, or of language to express ideas the pupil may possess. It will almost universally be found that children have more ideas than they can express. Ideas precede words. The recognition of this fact is considered vital in the teacher's work. Every *recitation* is an exercise in language. Teachers should acquaint themselves with the vocabulary of the child as well as with his stock of ideas.

READING.

The chief object of teaching reading is to learn how to interpret the printed page. First, gain a knowledge of words; second, the power to use them. Ideas and words should go together. Train the *ear*, the *eye*, the *voice*. The mere utterance of words is not reading. Secure the association of the

idea with the word. Teachers should find out what is in the lessons that pupils can understand, and teach that.

Test the pupil's knowledge of words by requiring them to incorporate them in sentences of their own. Special suggestions will be given under each grade.

LANGUAGE LESSONS.

Closely allied with the subject of reading is that of *composition.* In reading we learn to interpret and express vocally the thoughts of others; in composition we learn to express in a sytematic manner our own thoughts. Bear in mind the following points:

1. **Teach** how to *think* systematically upon a subject.
2. Teach how to *express* these acquired thoughts.

By a proper use of the course of study the vocabulary of the child will receive a daily augment; and if he discovers his ability to use these new words in sentences of his own, his love for language and composition will have a corresponding increase. To gain ideas is not enough. To express the ideas obtained in detached sentences is not enough. Pupils must, in addition, learn how to express their ideas in their proper *relation* to each other.

While these suggestions may seem applicable more particularly to the younger pupils, they may be amplified to include all grades.

Pupils imitate in language what they hear from the teacher. Great care should be used by the teacher that the language be appropriate. Good language can only be acquired by use. Let all errors of speech be carefully noted and judiciously corrected.

At the proper time and in the proper manner, capitalization, punctuation, and paragraphic divisions should receive due attention.

Special directions have been given for the work of each grade.

THE RECITATION AND ITS OBJECT.

The recitation forms one of the most important parts of the teacher's work: hence its **objects** and **methods** should be well defined. The attention of teachers is called to the following suggestive outline of the object of the recitation:

1. To test { 1. Thought of the pupil.
   { 2. Language of the pupil.
2. To give instruction.
3. To discover the pupil's methods of study, and thus enable the teacher to give directions for study.
4. To discover the pupil's wants.
5. To enable the teacher to exhibit that real sympathy that becomes a powerful factor in school work.
6. To learn how to assign lessons properly.

The following facts must be constantly impressed upon the minds of the teachers, as they are of primary importance in education:

The pupils possess—

1. **Intellects;** hence they must be taught to *think* aright.
2. **Sensibilities;** hence they must be taught to *feel* aright.
3. **Wills;** hence they must be taught to *act* aright.
4. **Bodies;** hence they must be taught how to maintain their healthy development.

The *individual* is the *unit* of the school.

With these ends in view, the following course of study has been prepared:

GENERAL SUGGESTIONS TO TEACHERS.

1. In all the grades frequent lessons, as circumstances may demand, should be given and exemplified, on industry, neatness, honesty, reverence; care of clothing, books, desks, school property; proper division and use of time; morals and manners.

2. The teacher is expected to exemplify all these points in the *character* and *manner* of her school work.

3. Teachers are expected to know and practice the best methods of instruction and discipline. *Teach.* Aim to *prevent* disorder. Good discipline consists more in *prevention* than in *correction.*

4. Your work is difficult and responsible. *Corresponding* care should be used in acquiring thorough preparation for it.

5. Much of the success of the teacher in school work will depend upon the *plans* made for each day's work, *out of school hours.*

6. Take all the time necessary to do work well. Do not hurry.

7. In judging the acts of pupils, distinguish between *faults* and *crimes.*

8. Avoid severity in securing good order and thorough work.

9. Be *cheerful* and *active* in all your school work. A listless, disorderly *teacher* will have a listless, disorderly *school.*

10. If the duties of home and school conflict, *one* must be abandoned. Which?

FIRST YEAR.

READING: Leigh's Phonetic Primer, six months. Monroe's First Reader, three months. Teach words as *wholes*, first. The word is to be considered as the unit of the language. The *word* is to be associated with the *object*. Show the object. Get the spoken word, then the written. See that the pupils learn to recognize words *at sight*. In learning words combine the word and phonic methods.

Apparatus: Make constant use of the blackboard, charts, slates and books to accomplish these ends.

Require pupils to speak distinctly. The greater the interest awakened, the more certain will be the progress made. Do not try to *compel* children to speak out. *Lead* them to do this.

Require the class to read sentences placed on the board in *script* with sentences made by the class and call upon them to read them.

Make the reading lesson interesting, and the children will learn to read.

Grouping words: Pupils have been taught to recognize single words at sight. Begin to teach to recognize short groups of words, as: *In the room; The white cat*, &c. Do not separate *a*, *an* and *the* from the words with which they are used.

Teach correct position in reading.

Spell by letter and by sound.

Encourage the timid, and do not let the forward ones do all the work.

Find something simple for the children to read, that they have not seen before.

Impress pupils from the beginning that to read the reader is not the *ultimate* object of all drill on this subject.

SPELLING.

All words in First Reader by sound and letters. Frequently dictate words to be written on slates. The teacher should make a list of the most important words used in the reader and have frequent drills on these words.

LANGUAGE LESSONS: From the first teach the correct use of language. Many of the mistakes made are in the wrong use of the verb: *is* for *are; has* for *have; was* for *were*, &c.

Lead pupils to form sentences involving the use of nouns used in the First Reader, and the names of objects about which conversations have been held.

Make sentences containing: (1) Words descriptive of qualities discovered by sight. (2) Words descriptive of qualities discovered by touch. Use these words with name words in sentences formed by the pupils. Teach the right use of *a* and *an*.

Drill in the formation of the plurals of names used in the reader.

Develop the idea of *telling* and *asking* sentences. Teach proper marks at close of these sentences.

Teach the use of *how*, *when* and *where* words or phrases.

Teach correct use of capitals at beginning of proper names and sentences.

Teach use of period and interrogation mark.

Let the verbs at first be principally action words. Let one child perform an action, and require the class to tell what he does, and how, when and where the action is performed.

Near close of grade, practice pupils on sentences involving use of relation words, as: *on*, *to*, *upon*, *into*.

Require neatness in all written work.

Hold frequent conversations with the children, and see that their language is appropriate to the subject.

NUMBERS.

Child's knowledge of *number* obtained by counting objects. Distinguish between *number* and figure. Figures are used as the *symbols* of numbers.

Instruction shall be given by means of objects and numeral frame.

1. *Analyze* each number from 1 to 10 into two integral parts, and add and subtract as high as 10.

2. *Count* to 100, forward and backward. Use objects as far as necessary to develope the ideas of different numbers as greater or less than another.

3. Do not use figures until the idea of the number is obtained. Every *process* should be illustrated by means of an application to objects.

4. **Develop** in their proper place the necessity of the signs —, $+$, $-$, $\times$, $\div$.

5. Teach pupils to add by 2's from 2 to 10. Subtract 2's from 10 to 0.

6. Teach to add by 2's from 1 to 11. Teach to subtract by 2's from 11 to 1.

7. Teach addition by 3's from 3 to 12. Teach subtraction by 3's from 12 to 0.

8. **Develop** the idea of multiplication and division, making the knowledge gained from addition and subtraction the basis.

9. Teach addition by 2's from 10 to 40, and from 11 to 41.

10. Reverse the operation.

11. Teach addition by 3's from 3, 1 and 2, to 36, 37, and 41 respectively.

12. Reverse the operation.

13. **Apply** multiplication and division by 3 according to directions for 2, in No. 8, from 3×3 to 12×3, and $3\div3$ to $36\div3$.

14. **Concrete** all numbers. Pupils shall be made familiar with United States coins not exceeding the dime.

Teach number of pints in a quart, number of quarts in a gallon. Add quarts; change to pints. Add pints; change to quarts, objectively.

15. Develop the idea of $\frac{1}{2}$ and $\frac{1}{3}$. $\frac{1}{2}$ of 4= $\frac{1}{2}$ of 8= &c. So proceed with $\frac{1}{3}$.

16. In addition use columns of figures.

17. Write numbers to 1000. Roman numerals to L.

18. Teach pupils to make table of work on slates and blackboard.

19. See that the *form* of the work is correct. Secure neatness.

20. Give pupils numbers and require them to form examples.

21. In counting require pupils to give the falling inflection at each number to prevent acquiring a sing-song tone.

22. The chief object to be gained by these exercises is *mental discipline*. See that the children *think*. Do not let the exercises become mere *rote* work.

23. **Concert** exercises may be used but the *individual* is not to be forgotten.

PENMANSHIP: In teaching penmanship, consider *form* as the most important point to gain. Let the size be large and the letters open.

DRAWING: Pupils will need slates, long sharp pencils, and something with which to measure definite lengths, from one to three inches in length.

At first, practice straight lines without reference to length.

Then draw horizontal lines the length of their measure, using the measure.

Then require them to draw lines the length of the measure without its use.

Make lines one inch, two inches, &c., in the same way. Thus the eye and the hand are trained to help each other.

Practice vertical and slanting lines in the same way.

Make figures with their lines of same length, and then of unequal lengths.

Make figures with their four lines of equal length, and then with four lines of unequal length.

OBJECT LESSONS: *Human Body.* Head and its parts; as face, ears, nose, mouth, cheeks, brow, eyes, hair, &c.

Plants. Root, stem, branches, leaves, flowers (color, perfume, uses).

Domestic Animals. Cat, dog, horse, cow, &c. Name parts.

Make these lessons the basis of lessons in language.

SECOND YEAR.

READING: Second Reader. *Aim* at colloquial style. The nearer the reading is like good talking, the better.

Children should be taught to give attention to the *subject-matter.*

Do not keep the class too long on the same lesson. Better return to it after a while than try to read what has lost all interest to the children.

Do not find fault with the child's reading unless you can help him do it better. **Praise** what is good and he will improve.

Learn abbreviated forms of words, quotation marks, apostrophe, and hyphen.

Drill on different degrees of *force*, *rate* and *pitch.*

Train to habits of clear enunciation.

Test knowledge of meaning of words by requiring pupils to use them in sentences of their own.

Attend to meaning and reading of groups of words. *Intelligent* reading is an aid in all other studies.

Supplementary reading matter to be used.

SPELLING: All words used in the reader and words selected from object and oral lessons.

Methods.—Oral and written. Careful attention to neatness in all written exercises.

NUMBERS: Fish's Arithmetic No. 1, to page 34. Book to be used by the teacher only. Notation and numeration to 5,000. Roman notation to C.

Pupils shall be made familiar with United States coins as high as the dollar.

The teacher should aim to secure *accuracy* and *facility* in all operations.

See direction for slate and blackboard work in previous grade.

Learn to add double columns of figures accurately and rapidly.

DRAWING: Drill pupils in bisecting and trisecting lines. Teach meaning of these terms. Draw lines vertical to the points of bisection and trisection.

Let the length of the parts be one-half, one, two, or three inches. Test by exact measurement.

Draw two horizontal lines; bisect or trisect, and connect these points of division.

Construct figures, triangles, squares and oblongs, with lines of definite length.

Bisect or trisect parts and connect corresponding opposite points.

The teacher's skill will be exhibited in the proper amplification of this work.

Bartholomew's Drawing Book No. 1.

PENMANSHIP: Script writting on slate and paper, using more easily made forms of capitals. Particular attention given to *form* and position. If the form is poor the writing is poor.

Object and Oral: Teach more minutely the part of the body; as joints, nails, heel, instep, elbow, shoulder, hair, skin as the covering. Give frequent lessons on cleanliness.

Plants: Leaf and its parts, buds, blossoms, fruit, etc. Give shape and color. All lessons in color may be taught in connection with these objects.

Animals: More common wild animals as: fox, deer, lion, duck, and some of the more common birds. **Make** these lessons cultivate the habit of observation. Strengthen the memory and the imagination.

As far as possible, let examples of objects and their qualities be presented to the class.

These lessons may be made the basis of Language Lessons.

THIRD YEAR.

READING: Third Reader to page 176.

Pupils shall be required to give an *intelligent* explanation of the subject of the lesson and the words used. They should be taught how to gain information from the printed page, readily and correctly.

Grouping: Special attention should be given to recognizing the meaning of groups of words *at sight.*

Continue *phonetic drill* as a means to clear enunciation. See that this drill does not lead to harsh tones.

Train to read in the effusive and expulsive forms of the voice.

Do not try to overcome too many faults at a time. *Direct* efforts to most common one until it is overcome. By this means pupils may be trained to *perceive* and *overcome* their own faults.

Frequently require a pupil to read while the others close their books. Let them detect mistakes and excellences.

Cultivate the power of attention.

Begin to teach use of dictionary. The use of diacritical mark to be learned.

DEFINITIONS: Require accurate definitions. Substitute suitable words for those in the lesson. *(Synonyms.)* Learn the laws of *punctuation* from the illustrations given in reading lessons.

Pupils will begin to think and question. The teacher should be prepared to meet their inquiries in a proper manner.

Supplementary reading matter to be used.

SPELLING: More attention should be given to written than to oral spelling in this grade. Words dictated to be written on slates or in speller. Short sentences may be given for same purpose. Words to be derived from reader and all other lessons used in school. Teacher should keep a list of words used in these lessons. Make frequent reviews of difficult words.

Homonyms. Make list and spell.

Language: Develope the idea of a telling sentence, an asking sentence, an exclaiming sentence, and a commanding sentence. Teach how to close these sentences.

Learn to form plurals of nouns in reader.

Teach use and form of possessive.

Use of quotation marks and with what letter begin a quotation.

How to write compound words.

Quality words expressing different degrees of quality. Necessity for these forms. Teach use of comma when *and* is omitted.

Teach use of personal pronoun. Learn use of correct forms of pronoun in a sentence when used as a subject, complement or object. Teach correct forms of irregular verbs to express past time. Correct form with *have*, *has*, and *had*.

Name parts of objects; examples: wheel, apple, tree, &c.

Write descriptions of objects whose parts are named.

Let the most appropriate words be used in these descriptions.

Begin to teach letter writing. Teach the parts of a letter: Heading, address, salutation, body, subscription.

Paragraph and punctuate.

Reproduce in writing the stories told or read by the teacher or by one of the class.

Teach *adverb* and *relation* words.

ARITHMETIC: Fish's Arithmetic No. 1, page 34 to 111 inclusive. Book to be used by the pupil.

Learn to add columns of figures rapidly and accurately.

Learn to subtract when the figure of the numeral denotes a number of units less than the corresponding figure in the subtrahend.

Multiply when the multiplier contains three orders.

Short Division: Divisor from 2 to 12.

Long Division: When the divisor contains two orders.

Notation and numeration to 10,000.

GEOGRAPHY. No text-book to be used in this grade. Teachers will be guided by the following directions:

Geography, if properly taught, is adapted to young minds. Present *visible* and *tangible* objects. Not much intellectual effort needed. Exercise of *perceptive* powers.

Everything depends on a right start. Preoccupy the mind with truth on this subject as on all others if you would prevent it from imbibing error.

The *first* thing to teach the child is that he occupies a place —a particular locality; and *second*, that all other things hold a relative position to him.

The starting point of all lessons is the place the child occupies *at the present time*. Things may be considered to his right, to his left, before him, behind him, above him or below him.

Place objects on table or desk, and require pupils to tell where they are with reference to each other, right, left, etc. Having done this require them to place the objects. Teach them to take positions in the school-room with reference to other objects. So continue until *ideas* are familiar.

When these exercises are familiar use slate and black-board to represent what was *actual*. Here begins the study and practice of *map-drawing*.

Teach cardinal points of compass; when these are familiar teach semi-cardinal. Teach that he has a relation to these points, and that all these points have a relation to him.

Now take the class out of doors. Require them to state the direction of objects from them, and the direction of themselves from those objects.

Require them to pass from one part of the yard to another by compass points.

Now extend the lesson—every one of them being lessons of *observation*. The directions of their homes from the school-house, and *vice versa*.

The direction of streets and roads. Call attention to surface of ground, as level, hilly, rolling, low, high. Note ponds, springs, streams, and rivers as water may be presented in the neighborhood.

Outline home premises, locating most important objects.

Outline the farm. Fields of different kinds of grain represented and marked, as corn, wheat, barley, pasture, meadow, etc. We are now taking preliminary steps to map-drawing. Continue to teach the relative position of *places* and *things*. Bounding lessons.

Notice what is produced on farms and in gardens. What it is used for, and what farmers do with what they do not need for family and stock. Here are taught elementary lessons in *exchange* and *commerce*.

We are now, I think, ready for globe-lessons. Teach facts of sphericity of the earth. Do not speak of any terms except diameter, circumference, equator, *north* and *south points*. Begin to call attention to land and water *slopes*. Explain the cause of day and night.

Penmanship: Under special teacher of this subject.

Drawing: Bartholomews Nos. 2 and 3.

Object and Oral Lessons: Teachers will understand that much of the utility of these lessons is derived from the *manner* of *giving* the lessons. The object is to develop the powers of the mind of the children so that they will learn to observe, compare and describe in an intelligent manner. These lessons thus become an aid in all other lessons.

Human Body: The trunk; use of trunk.

Upper extremities. Parts, name and position.

Lower extremities. Parts, name and position. Give use of all these parts.

Food. Why we eat.

Teeth. Kinds and position. Necessity for keeping teeth clean.

Animals: Carniverous, herbivorous; why so called. Name a few of each kind. Tell where found. Their food; how obtained.

The following are suggested as good examples: Elephant, lion, reindeer, cow, dog, rabbit, tiger, camel.

Birds: Describe the owl, duck, robin, parrot, &c.

Plants: Roots. Fibrous, fleshy. Uses. To fasten plants in the ground, to take nourishment; for food.

The Flower. Parts: Calyx and its parts. Corolla and its parts. Stamens. Pistils. Compare flowers of different kinds. Let pupils discover differences.

Compare roots and leaves, and lead pupils to discover and state differences.

Make these lessons the *basis* of *language lessons*. The teacher must see that the work is *systematically* done.

FOURTH YEAR.

READING: Third Reader completed, and Fourth Reader to page 100. Bear in mind that the great object in teaching reading is to cause the pupil to learn how to gather information from the printed page. The teacher should thoroughly study the selection *before* assigning the lesson.

Teach the metaphor and simile as far as they are illustrated in the Reader.

Forms of the *voice: Drill* in the effusive, expulsive and explosive *forms* of the voice as far as they may be necessary to express justly the sentiment of the piece.

Attend to the *quality* of tone as pure, orotund, and aspirate.

Pitch, as *high*, *medium*, and *low*.

Teach division of sounds, vocal, sub-vocal, aspirate. Why so divided?

Teach divisions of letters: vowels and consonants. Why so divided?

Give attention to suffixes and prefixes as they occur. Prefixes: *a*, *re*, *un*, *ad*, *mis*, &c. Suffixes: *ed*, *ing*, *ness*, *ship*, *let*, *hood*, *age*, &c. *Give meaning.*

Careful attention should be given to *position* so that there may be no cramping of organs of speech. Let the exercises be conducted in a lively manner. Let nothing like monotony characterize it.

The *geography* should be used to a considerable extent as *supplementary* reading.

Grouping: Meaning of groups as wholes. Teach proper use of dictionary. The live teacher will add to these suggestions if necessary.

SPELLING: Selected words from reader, language, arithmetic, and geography. See directions for previous grade. Principally written work.

LANGUAGE: Teach the definitions of the parts of speech from their use. Let these definitions conform to the definitions in the elementary grammar used in advanced grades. Bear in mind that the real object of these lessons is to teach the pupil to speak and write the English sentence correctly. Much practice is essential. Discover, illustrate.

Show that nouns may be the name of: 1. A *person;* 2. A *place;* 3. A *thing;* 4. A *material;* 5. A *part* of anything. Give additional instruction in regard to use of capitals and punctuation.

Continue formation of plurals. Nouns: singular, ending s, sh, x, f, v, y.

A **group** of words may be: 1. A statement. 2. An inquiry. 3. A command. 4. An exclamation.

Show that words are classified according to their **use.**

1. A name.
2. Used instead of a name.
3. To denote quality.
4. To express action.
5. To indicate emotion.
6. To show when, how, where.
7. To show relation.

Gender: Words may be the name of a man or a woman, boy or girl.

Teach that quality words may be changed so as to show that one of the two things has more of the quality expressed than the other. Also to show that one of several has more of the quality than any of the others.

Outline compositions. Lead the pupils to do this by a judicious system of questions, requiring them to write answers to the same. It may take several days to prepare for the formal writing of the composition. Do not move with undue haste at this point. Continue letter writing.

Learn all *abreviations* which the lessons of school make possible.

ARITHMETIC: Complete Fish's Arithmetic No. 1.

Write numbers rapidly as high as 1,000,000.

Pupils must be able to divide when the divisor contains four places.

Frequent drills in rapid subtraction and addition.

Apply numbers to the common affairs of life.

Notation and numeration to 10,000,000.

GEOGRAPHY: Harper's Primary to page 64, with map drawing.

The child now begins the descriptive text and maps. See that all definitions and verbal statements are understood. See that the conceptions are *vivid*. Do not permit pupils to study lines and colors of maps as the **reality.** The *imagination* must be made to do its work. Mountains, rivers, plains, seas, &c., of the map, must be made *realities*. Frequently take imaginary **journeys** stating what of interest is seen on the way. Teach directions and something of relative distances and sizes.

Penmanship under direction of special teacher.

Drawing: Bartholomew's Nos. 4 and 5.

Object and Oral Lessons: The Human Body.

Stomach: Location; use.

Heart: Location; use.

Lungs: Location; use.

Special lessons in regard to the health of these parts. The ideas simply elementary.

Review previous grades.

Animals: Cud-chewers, gnawers. Ten animals of each kind.

Fishes: Kinds most used for food. Where found, and how caught.

Birds: Swimming birds, wading birds, climbing birds, perching birds. Five of each kind.

Plants: Annuals, biennials, perennials. *Examples* of each to be named. Herbs, shrubs, and trees. *Differences.* Plants from which *clothing* is made. Review roots, leaves, flower, fruit.

FIFTH YEAR.

READING: Fourth Reader completed, and such supplementary matter as the Superintendent may direct. Teacher must be vigilant to guard against the formation of *bad habits*, among which the following are noted:

1. Miscalling of familiar words.
2. Bad enunciation.
3. Defective articulation.
4. Harsh tones.
5. Monotonous manner.
6. Mispronunciation.
7. Lack of expression.

It will generally be found that the greater part of the bad habits formed arises from a *vague* or *wrong conception* of the subject-matter of the selections read.

Pay particular attention to *emphasis* and *modulation.*

In addition to the attributes of vocal expression noted in previous grade, consider **force** as: *Subdued*, *moderate*, and *energetic.*

Movement, as: *Slow*, *moderate*, and *rapid.*

Special attention to position and breathing.

Give frequent drills on difficult *initial* and *terminal* combinations.

Secure by some means free play of the organs of speech.

There must be first, *mental* action; and then, *physical* action. The mental must always precede the physical.

Show by careful analysis that the character of the selection determines the *form* and *quality* of the voice to be used.

Continue phonetic analysis.

Give short account of the following authors, and memorize selections from their poems: H. W. Longfellow, J. G. Whittier, W. C. Bryant, and others.

Continue the analysis of words; root prefix, suffix, as they may occur in reading lessons. This is a good exercise to give pupils an insight into the deeper meaning of words.

Amplify the meaning of words as the pupil advances in school work.

LANGUAGE: Develop the idea of the subject and predicate of the sentence; then define these parts. Discover modifiers of these parts as they may occur in a sentence. Always supplement this exercise by requiring pupils to construct sentences of similar kind.

The sentences should be first, *declarative;* second, *interrogative;* third, *exclamatory;* fourth, *commanding.*

Definition of nouns, common and proper; person, gender, number.

Definition and classification of adjectives into limiting and qualifying.

Verb. Definition. Classification into regular and irregular, transitive and intransitive. Require pupils to discover these in reading lessons.

Personal pronouns. Use proper forms.

Relation words. Do not use term proposition in this grade.

Define all parts of speech. Definitions to correspond with those in book used in Sixth Grade.

Review carefully and frequently the correct use of the verbs lie and lay; rise and raise; sit and set; shall and will.

Drill on form of verb to show that the subject receives the action.

Show how the time of actions are expressed by different forms of the verb. Teach meaning of **tense.** Drill on proper forms of **irregular** verbs.

COMPOSITION writing as in Fourth Grade.

Frequently assign subjects to the whole class. Give several subjects and permit the pupils to choose one for themselves.

Change poetry to prose.

Abreviation as in previous grade.

Descriptions of journeys, and biographical sketches.

The teacher must put *system* into this work.

First forty pages of Swinton's "Language Lessons and Composition." Book used by teacher only.

ARITHMETIC: Fish's Arithmetic No. 2 through Common Fractions. At this stage of advancement the teacher should aim at

1. Accuracy. 2. Rapidity. 3. Skill.

Definition and *rules* should be

1. Brief. 2. Clear. 3. Accurate.

Solutions should be

1. Simple. 2. Concise. 3. Logical. See that the *essential principles* are understood.

Require exact *language.*

The lessons assigned should be *topical* and *definite.* Unless to advanced pupils give only *one process* for same operation. If the subject is well taught the results are: 1. Discipline; 2. Ability to calculate accounts rapidly and accurately.

GEOGRAPHY: Harper's Primary Geography completed.

Map Drawing throughout the year.

Penmanship: Under direction of special teacher.

Drawing: Bartholomew's No. 6.

ORAL LESSONS.

Human Body. *Bones:* 1. Use. 2. Structure. 3. Qualities. 4. Location. Head, trunk, upper extremities, lower extremities. 5. Joints; kinds. 6. Muscles and their uses. Principally to produce motion. 7. Review. Digestion. Circulation and respiration.

Animals: Amplify lessons of previous grades.

Plants: *Exogens* and *endogens.* Organs of reproduction. Nutrition. Circulation. Medicinal plants. Where found?

SIXTH YEAR.

READING: The book used this year shall be "*Reading in Nature,*" or some other work selected by the Board of Education. Systematically continue the drill in the *forms* of voice, *qualities* of tone, *rate* and *pitch*, as directed in previous grade.

Correct pronunciation and distinct articulation to be practiced.

Let selections be made of expressions that lead to the ends named. Let those selections frequently be committed to memory. Let them be chosen with careful regard to the valuable sentiments they contain, as well as with reference to elocutionary points involved.

Learn biographies of several noted authors; as Charles Dickens, J. G. Holland, Louis Agassis, Louise Alcott, and such others as time will permit.

Learn the meaning of the following *prefixes* and *suffixes:*

Prefixes: Ante, con, dis, ex, mis, per, pro, poss, sine, trans, &c.

Suffixes: Acy, an, ar, ent, ic, ill, ism, ide, mony.

The following to be learned: **Allegory, Apostrophe, Climax, Irony.**

Train pupils to understand the use of these figures.

LANGUAGE LESSONS: Swinton's "Language Lessons and Composition" from page 40 to page 143.

Practice composition and letter-writing through the year. Attention is called to the following points on this subject:

1. What to say.
2. How to say it.

The ability *to choose* the best words is the basis of skill in forming good sentences. Hence much time should be given to the choice of words.

Frequent exercises should be given in *analysis* and *description* of objects.

Directions given in previous grades to be extended as the advancement of pupils will permit.

Abreviations as in previous grades.

Spelling: Words selected from reading book, and all other books used and lessons given.

Words dictated by the teacher and written by the pupil.

Monroe's Speller, page 9 to page 60.

ARITHMETIC: Fish's Arithmetic. All that precedes is involved in this grade. This year's work is eminently *utilitarian.* Teachers should clearly understand its scope. Discover and teach the most essential parts first. See suggestions for previous grade. No teacher of *limited* attainments can teach this grade well. It needs much more than a knowledge of abstract numbers.

Let *actual* measurements be made by the pupils when it can be done. In addition to what is included in the pages named, pupils will learn enough about percentage to calculate interest. This may be successfully accomplished by oral lessons by the teacher.

Longitude and Time to be studied in connection with longitude in the geography.

GEOGRAPHY: Harper's School Geography, to page 68, with map drawing. Map drawing, when properly taught, is a great aid to accuracy in geographical study. See that it is systematically taught.

Latitude and Longitude: Show how places are located by them. How positions of vessels at sea are noted. Give particular attention to the following points: 1. Position. 2. Shape. 3. Size (compare sizes). 4. Population, (round numbers). 5. Government. 6. Principal routes of travel.

Teach physical characteristics of countries or state.

Leading products. Chief cities.

Associate with principal places some important fact.

Verbal definitions and statements are no certain index that the idea is clear to the mind of the pupil.

HISTORY: In teaching geography of this year much historical knowledge should be acquired.

The following names will suggest the events: Columbus, Balboa, Magellan, Cortez, De Soto, Jamestown, Pilgrims, Pocahontas, Witchcraft, Quebec, Washington, Bunker Hill, Trenton, Saratoga, Valley Forge, West Point, Yorktown. *Teach* what led to the declaration of **Independence.**

Presidents of the United States.

Special attention to geography of Illinois.

Routes of travel from Galesburg to the Atlantic and Pacific coasts. *Through* or *near* what important places pass to be noted. For what are these places noted? Scenery, commerce, history?

Penmanship: Under special teacher.

Drawing: Bartholomew's No. 7.

Animals and Plants. The reader will furnish ample work on these subjects.

SEVENTH YEAR.

READING: Fifth Reader to page 212. Instruction to be given in *vocal culture* and *elocutionary* principles as in the preceding grades, but extended to meet the requirements of the selections read.

Emotional reading to receive due attention.

Do not permit pupils to read listlessly and mechanically.

Before beginning to read, pupils should be required to understand the meaning of every word, why the selection was written, and if an extract, of what it is a part, with the name of the author.

Figures of Speech in former grades defined and illustrated. Show their *use.*

The sentiment must determine the attributes of voice.

At this stage of advancement special effort should be made to create a **taste** for good reading. Very much will depend on the culture and skill of the teacher. Encourage the pupils to bring to the school passages which they consider of special merit. Let them tell or write what they find in them worthy of consideration. Thus the ability to *criticise justly* and *enjoy fully*, is acquired.

Word Analysis. Learn the following roots and make derivations from them: vert, verse, dict, mit, ject, vade, dent, &c., &c. These are only suggestive. The reading lessons will give ample illustrations of prefixes, suffixes, and roots. By this means the pupil acquires a deeper and broader meaning of words.

Spelling: Words selected from text books used.

Spelling Book from page 60 to page 112.

Language: Swinton's "Language Lessons and Composition" completed. *Synthesis* of greater importance than *analysis*. The first forty-eight pages of Swinton's Grammar in connection with this work.

Composition: Themes, simple and appropriate, calculated to *awaken* thoughts and not to *repress* it. The teacher will assign subjects to the school, giving ample time for preparation. Teach how to outline compositions on different kinds of themes. The teacher should examine these outlines and make all needed criticisms and suggestions. Pupils must be taught to gain ideas and thoughts. *Expression*, chronologically, is secondary. This exercise should frequently be *impromptu*. Assign a subject. Give, say 15 minutes, for each to write upon the subject. Spend the remainder of the recitation in reading and criticising what has been written.

Letters should be written in the same way. Thus pupils learn to use readily what they know. Every business of life frequently requires this fluency and readiness.

The different kinds of business illustrated in Arithmetic will be made a basis for business letters.

ARITHMETIC: Fish's Arithmetic No. 2. The following will be the topics for the year:

1. Principles of Percentage.

See that all terms are well understood. Show relation of terms in percentage to terms in the fundamental rules of Arithmetic. Then show the *correspondence* of the terms in the **"Applications"** to the terms in percentage. A clear idea of the terms removes most of the difficulties from this subject.

2. **Commission.** Require pupils to write letters, illustrating the varied character of this application of percentage to commission.

Profit and Loss. Give practice in business applications.

3. **Interest.** Teach when interest is paid with advantage or disadvantage to the borrower of money.

Teach how to find time between two dates.

4. **Taxes.** Show how schools, and the different governments are supported.

Teach how, when, and by whom, taxes are levied.

How each individual's tax is determined.

Teach how the tax is collected and how disbursed.

By whom are the different parties elected or appointed.

Show how the expenses of the **National Government** are borne.

Duties. Custom House. Officers. What is meant by *Revenue? Tariff? Excise?*

Partial Payments. Have pupils write promissory notes and calculate the interest on them. Various forms of promissory notes and receipts. Use only *United States* rule for Partial Payments.

Frequently assign difficult work in the fundamental rules and fractions.

GEOGRAPHY: Harper's Geography completed.

Terms *latitude* and *longitude* to be used in determining location of principal places.

Routes of travel between important places by land or water.

Historical events. As far as possible let some important fact be associated with each place.

Products imported to United States.

Map-drawing illustrating river systems, mountains, valleys, plateaux, &c.

Penmanship: Under special teacher.

Drawing: Bartholomew's. Number to be selected.

Oral Lessons: Frequent lessons on subjects of previous grades

as far as they relate to the hygiene of the human body. Lead the pupils to understand the evil effects of narcotics and alcoholic stimulants.

In order that pupils may have clearer insight into the world of matter around them, the following subjects shall be taught: Teach the meaning of *mass*, *solid*, *liquid*, *gas*, *density*, *cohesion*, *adhesion*.

Gravity: Its law; weight, a measure of gravity. Why bodies sink in water. Why some bodies float in liquids and in the air.

Air: Height; pressure. Explain the action of the common pump.

EIGHTH YEAR.

READING: Fifth Reader completed. During the last half of the year reading matter shall be selected from American authors.

Paraphrasing should form an important part of class exercises. This relates to change of *position* of words or other parts of the sentence; the change of *expression;* the change of *figure;* the change of *figurative* language into *literal* language.

Question closely in regard to *words*, ideas and expression; pitch, tone, force, rate, inflection, emphasis.

See suggestions for voice culture in previous grades. Extend these to suit the advanced character of the work.

Distinguish different kinds of composition as: narrative, biography, history, description and fiction.

Distinction between *prose* and poetry.

Consider poetry in respect to *form* and *substance*. In reading poetry regard must be had to these two points.

Definitions must be *exact*.

Supplementary reading matter to be selected by the Superintendent, from American authors.

Word Analysis to be continued with reference to root, prefix and suffix.

Commit to memory selections from the best authors.

Teach, *define*, and *illustrate* different qualities of voice. Special drill in elocution to be given.

SPELLING: Words selected from text books. Spelling book from page 112 to page 166.

GRAMMAR: Swinton's. Page 48 to 235. Meaning of all terms to be clearly explained. All subjects to be outlined.

Composition.

Facility and *accuracy* in expressing thought, is the *ultimate* object of studying language.

Practice *description* and *narrative*. *Biographical* sketches of historical characters. Teacher to select subjects.

Outline subjects. It is not necessary to develop every outline into a composition. This practice will teach pupils how to think logically.

Punctuation and *paragraphing* to receive special attention.

It is expected that the study of language as indicated in the course of study will prepare the student to understand and enjoy the best English literature.

ARITHMETIC: Fish's Arithmetic completed. Proceed in following order:

Discount: Difference between True and Bank discount, Commercial discount. Business applications of discount.

Banking: Show how notes are discounted at a bank.

Insurance: Different kinds.

Stocks and *Bonds:* What are they? Different kinds of Government bonds, as five-twenties, ten-forties, seven-thirties, &c.

Ratio and Proportion.

Bankruptcy: Illustrate and define the terms *liabilities*, assets, solvency and insolvency.

Partnership: Equation of Payments.

Exchange: Square and cube root, with applications.

Mensuration.

Make notes, orders, due bills, receipts. Make applications of all the foregoing to actual business transactions.

Give careful attention to the addition of numbers in long columns. Rapid work in subtraction, multiplication and division. Aim at *short methods*. Review before close of year.

HISTORY: Pupils should have a thorough knowledge of the geography of all important places named. Learn to associate the *event* with the *place* so that one will suggest the other. Do not burden the memory with unimportant facts. The leading facts to be thoroughly learned and the relation of subordinate events to these, noted.

Biography: Study the life and character of the leading men and women of our history.

Note the *causes* of events.

Note the periods of our history:

1. Discoveries and explorations.
2. Settlements.
3. Colonial.
4. Revolutionary.
5. National.

Carefully outline each of these periods.

Note **National Development** in respect to *inventions*, *literature*, *education*, *liberty*, modes of transit, &c.

Cause the pupils to see more in history than war and bloodshed.

Drawing: Bartholomew's. Number to be selected.

Oral Lessons: The thermometer and barometer—their structure and uses. Varnishes, glue, sugar. Of what and how made?

Precious stones: Ruby, amethyst, diamond, &c. Where and how obtained?

Gunpowder, compass, India rubber.

Light: Source; reflection; refraction; burning glass; looking glass.

Let these subjects be used so as to create an intense desire to know more of nature.

CIVIL GOVERNMENT.

The following outline of civil government is inserted for the use of teachers and pupils in grades below the High School, as frequent reference is made to this subject. It is very desirable that all should become intelligent in regard to the government of their country. Especially is this true of the youth of America.

Notes.—1. Define the three departments of government, and show what officers belong to each department.

2. Be able to tell the following facts about each officer: By whom elected or appointed? When? Term of office? Duties? Salary?

SCHOOL DISTRICT.

Legislative.—Three directors, one elected annually.

Judicial. { Directors.
County Superintendent of Schools.

Executive. { Directors.
Teachers.

TOWNSHIP.

Legislative.—People at annual town meeting.

Judicial. (Elected every four years.) — Justices of the Peace. Police Magistrates.

Executive. (All are elected, except Treasurer, who is appointed by Trustees.)
- Supervisor, (one year).
- Town Clerk, (one year).
- Assessor, (one year).
- Collector, (one year).
- Pound Master, (one year).
- Highway Commissioners, (three years).
- School Trustees, (three years).
- Constable, (four years).
- Treasurer, (two years).

COUNTY.

Legislative.—Board of Supervisors.
(Elected annually).

Judicial.—County Judge.
(Elected every four years.)

Executive. (Elected every four years.)
- County Clerk.
- Circuit Clerk.
- Sheriff.
- Treasurer.
- Superintendent of Schools.
- Coroner.
- State's Attorney.
- Surveyor.

STATE.

Legislative. (Elected by the People.)
- Senate — 51 Senators. Elected for four years.
- House — 153 Representatives. Elected for two years.

Judicial. (Elected by the People.)
- Supreme Court — A Chief Justice. 6 Associate Judges. Elect'd for 9 yrs. Salary $5,000.
- 4 Appellate Courts — Three Judges, appointed by Supreme Court. Serve 3 yrs. Salary $3500
- 13 Circuit Courts — Term of office, 6 years. Salary $3,500.

Executive. (Elected every four yrs., except the Treasurer, who is elected for two years.)
- Governor, $6,000.
- Lieutenant Governor, $1,000.
- Secretary of State, $3,500.
- Auditor of Public Accounts, $3,500.
- Treasurer, $3,500.
- Sup't of Public Instruction, $3,500.
- Attorney General, $3,500.

UNITED STATES.

Legislative.
- Senate 76.
  - Two from each State.
  - Elected by State Legislatures.
  - Term, 6 years. Salary, $5,000.
- House 325.
  - One from each Congressional District.
  - Elected by the People.
  - Term, 2 years. Salary, $5,000.

Judicial. (Appointed by the President and confirmed by the Senate.)
- Supreme Court 9.
  - Term of office for life.
  - 1 Chief Justice. Salary $10,500.
  - 8 Associates. Salary 10,000.
- Circuit Courts 9.
  - Term of office for life.
  - One Judge in each Circuit.
  - Salary, $6,000.
- District Courts 60.
  - Term of office for life.
  - One Judge in each District.
  - Salary, $3,500 to $5,000.
- Court of Claims 5.
  - Term of office for life.
  - Number of Judges, five.
  - Salary, $4,500 to $5,000.

Executive.
- President. Salary, $50,000.
- Vice President. Salary, $8,000.
- (Elected by the Electoral College.)
- CABINET OFFICERS:
- Secretary of State.
- Secretary of Treasury.
- Secretary of War.
- Secretary of Navy.
- Secretary of Interior.
- Postmaster General.
- Attorney General.
- (Appointed by the President and confirmed by the Senate.) Salary, $8,000 each.

The following list of authors in the different departments of literature, will aid the teacher in directing pupils to a course of excellent reading, and the formation of a good library:

Biographers.—(1) James Parton. (2) Jared Sparks. (3) John S. C. Abbott. (4) Jacob Abbott.

Historians.—(1) George Bancroft. (2) William H. Prescott. (3) John L. Motley. (4) Richard Hildreth. (5) Francis Parkman. (6) Benson J. Lossing.

Educators.—(1) Noah Webster. (2) Horace Mann. (3) David Page.

Scientific.—(1) Louis J. R. Agassis. (2) John J. Audubon. (3) Alexander Wilson. (4) John W. Draper. (5) James Dwight Dana.

Novelists.—(1) Nathaniel Hawthorne. (2) James F. Cooper. (3) W. D. Howells. (4) Harriet Beecher Stowe. (5) Edward Eggleston. (6) Louise M. Alcott.

Humorists.—(1) "Artemas Ward" (Chas. F. Browne). (2) "Mark Twain" (Samuel L. Clemens). (3) "Mrs. Partington" (Mr. B. P. Shillaber). (4) "Josh Billings" (H. W. Shaw).

Editors.—(1) Horace Greeley. (2) James Gordon Bennett. (3) George W. Childs. (4) George W. Curtis.

Miscellaneous.—(1) Washington Irving. (2) Ralph Waldo Emerson. (3) Theodore Parker. (4) Bayard Taylor. (5) J. G. Holland. (6) Richard Grant White. (7) Benjamin Franklin. (8) Donald G. Mitchell.

Poets.—(1) Henry W. Longfellow. (2) William Cullen Bryant. (3) John G. Whittier. (4) James R. Lowell. (5) Oliver W. Holmes. (6) Edgar A. Poe. (7) John G. Saxe. (8) Thomas B. Read, (9) Will Carleton. (10) Alice Cary. (11) Phœbe Cary. (12) Joseph R. Drake. (13) Fitz-Greene Halleck. (14) Francis S. Key. (15) N. P. Willis. (16) George P. Morris. (17) Samuel Woodworth. (18) Edmund C. Stedman. (19) J. T. Trowbridge.

HIGH SCHOOL.

FIRST YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Algebra.	Algebra.	Algebra.
Physical Geography.	Physical Geography—4 w'ks.	Zoology.
Composition—8 weeks.	Zoology.	English Classics.
Word Analysis—8 weeks.	English Classics.	
Latin.	Latin.	Latin.

SECOND YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Physiology.	Physics.	Physic.
Arithmetic.	General History.	Botany.
General History.	Botany—4 weeks.	English Classics.
	English Classics.	
Latin.	Latin.	Latin.

THIRD YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Geometry.	Geometry.	Chemistry.
Rhetoric.	Astronomy.	Reviews.
Civil Government.	English Literature.	
Latin.	Latin.	Latin.

NOTE.—Those taking Latin shall omit one of the English studies; but Algebra and Geometry shall be obligatory.

REMARKS.

SPELLING: One or two lessons a week.

BOOK-KEEPING: One term each year.

COMPOSITION: Each year pupils will outline and write not less than eight formal essays, three of which may be reviews of books. Let the exercise in composition be to some extent *impromptu.*

RHETORICALS: Readings, recitations, declamations, essays and debates, every Friday afternoon.

PENMANSHIP: Instruction in this branch shall be given as the necessity of the case may require. Business correspondence to be taught in connection with penmanship.

THE SCIENCES: In studying the sciences, pupils shall be taught to observe, classify, and *experiment.* "Read Nature in the language of experiment."

ENGLISH CLASSICS.

First Year: Evangeline, Lady of the Lake, Merchant of Venice.

Second Year: The Ancient Mariner, Miles Standish, selections from Hawthorne, Macbeth.

Third Year: Readings to be selected.

Careful attention to be given to the meaning of words as used in these authors.

The above indicates the *amount* of reading to be done. The authors may be changed.

RULES OF BOARD OF EDUCATION.

GENERAL RULES.

SECTION 1. The members of the Board of Education shall meet and organize each year, on the second Monday in June.

§ 2. At the first, or some ensuing meeting soon after the organization of the Board, the following standing committees shall be appointed, to-wit: First, a committee on school buildings and grounds, consisting of three members. Second, a committee on text books, rules and regulations, furniture and supplies, consisting of three members and the superintendent. Third, an auditing committee, consisting of three members. Fourth, an examining committee, consisting of three members of the board, and the superintendent, two of whom must be present at each examination of teachers, and three of whose names must be appended to each certificate of examination.

§ 3. The board shall hold its meetings on the SECOND MONDAY in each month, unless otherwise ordered by the board. The hour for meeting shall be, from November 1 to April 1, at 7 o'clock p. m.; from April 1 to November 1 at $7\frac{1}{2}$ o'clock. A special meeting may be called at any time on request of two members, left with the clerk.

§ 4. The meetings being called to order by the president, or one appointed as president pro tem., the order of the business shall be:—

a. Reading of the minutes of the last meeting by the clerk.
b. Reports of committees.
c. Petitions and communications.
d. Reports and suggestions by the superintendent.
e. Miscellaneous and unfinished business.

§ 5. The president shall maintain order and decorum in meetings, and shall decide all questions of order, subject to appeal to the board.

§ 6. When any member is about to speak in debate, or present any matter to the board, he shall respectfully address himself to the president, and confine himself to the question of debate.

§ 7. No member, while speaking, shall be interrupted by another, except to call to order or correct a mistake.

§ 8. No member shall speak more than five minutes at any one time on any motion or order under discussion, nor more than twice on the same question without leave first obtained from the board, nor more than once until all other members choosing to speak shall have spoken.

§ 9. All resolutions offered by members of the board shall be submitted in writing at the request of any member.

§ 10. The school year shall commence on the first Monday of September each year, and close on Friday before the fourth Thursday in June, including a vacation of two weeks from the Friday before Christmas, and a vacation of one week from the first Monday in April of each year, unless otherwise ordered by the board.

§ 11. The engagements of the board with all the teachers of the public schools shall terminate with the close of the summer term of each year, and the appointments for the ensuing year shall be made, so far as practicable, at the regular meeting of the board in June.

§ 12. Each director shall constitute a local committee for the ward in which he resides.

§ 13. No bill, account, demand or claim against the board shall be allowed, audited or paid, unless the same shall be presented to and allowed by the board: Provided, that the regular salaries of officers and teachers may be allowed by the auditing committee upon certificate of the superintendent that

the work has been performed. The auditing committee, however, shall allow these bills only in case of no quorum at a regular meeting.

§ 14. The holidays shall be the national or state thanksgiving and fast days, the 22d of February, and decoration day.

DUTIES OF THE SUPERINTENDENT.

SECTION 1. It shall be the duty of the superintendent to acquaint himself with whatever principles or facts may concern the interests of education, and with all matters in any way pertaining to the organization, discipline, and instruction of public schools, to the end that all the children of this city who are instructed in the public schools may obtain the best education which these schools can impart.

§ 2. He shall visit all the schools as often as his duties will permit, and shall pay particular attention to the classification of the pupils, and shall see that the regulations of the board are faithfully carried out.

§ 3. He shall attend all the public meetings of the board, and shall keep the board constantly advised of the condition of the schools and of the changes required in the same. He shall moreover, report to the board, from time to time, such regulations for the government and discipline of the schools, as he may deem expedient, and the same may be adopted by the board, and he shall also perform such other duties as the board may, from time to time, direct.

§ 4. The superintendent shall carefully observe the teaching and discipline of all the teachers employed in the public schools, and he shall make such suggestions and give such instructions to the teachers as he shall deem best calculated to increase their efficiency as instructors. He shall, moreover, report to the board whenever he finds a teacher deficient or incompetent in the discharge of his or her duties.

§ 5. He shall attend and advise, when requested, with any standing or special committee, in respect to the matters committed to them.

§ 6. He shall hold examinations in the different schools as often as practicable, and keep a record of the same; and no pupil shall be transferred from one school to another without his approbation.

§ 7. In case of sickness or temporary absence of any teacher, he shall be authorized to procure a proper substitute.

§ 8. He shall prepare and certify to the monthly pay-rolls of teachers and janitors.

§ 9. It shall be his duty, upon consultation with the local committees, to order and oversee such repairs and improvements as may be necessary, from time to time, to keep all the school property in good condition.

§ 10. He shall remain in his office, or within call, on Mondays, from nine to eleven o'clock a. m., during term time; and on other school days, from three to four and one-half o'clock, p. m.

§ 11. He shall preserve, at his office, a complete list of all the portable property belonging to the several schools, and during the month of June, in each year, he shall cause a careful comparison to be made between this list and the articles belonging to the schools, and report the result to the board; he shall, further, see that all such property is securely stored during the summer vacation.

§ 12. He shall annually prepare a report embracing such facts and statistics in reference to the system of public schools of this city as may be of interest to the community.

§ 13. He shall keep a daily record of his proceedings, which shall be open to the inspection of the board.

TEACHERS.

SECTION 1. All teachers in the public schools are required to make themselves familiar with these regulations, and especially with that portion that relates to their own duties, and to the instruction and discipline of their respective schools, and to see that these are faithfully observed.

§ 2. The teachers shall punctually observe the hours appointed of opening and dismissing the schools, and, during the school hours shall devote themselves exclusively to the duties of their charge.

§ 3. SCHOOL HOURS.—The morning session shall commence at eight o'clock and forty-five minutes, and close at twelve. The afternoon session shall commence at one o'clock and thirty minutes, and close at four; provided that all pupils who are charged with no delinquencies may be dismissed at half-past three. The Friday afternoon session may be shortened half an hour for teachers' meetings.

§ 4. The teachers shall meet once in four weeks, on Friday afternoon, at half past three, or at the call of the superintendent, for the purpose of mutual consultation in regard to the interests of the schools, modes of discipline, of imparting instruction, etc. The session may continue two hours. A record of these meetings shall be kept, which shall be open to the inspection of the board.

§ 5. All teachers are required to open and remain in their rooms at least fifteen minutes before the time for commencing, morning and afternoon. They shall not permit disorder, unnecessary noise, or rude conduct in their rooms at any time. Teachers failing to comply with this rule shall report their tardiness to the superintendent, who shall keep a record of such tardiness, with the cause of same, for the inspection of the board.

§ 6. The principals of buildings shall be held responsible for the management of their respective schools. They shall

prescribe such rules and regulations for halls, yards and outbuildings connected with same as shall insure their being kept in a proper condition. The other teachers shall co-operate with them, not only during school hours, but during the time the pupils are on the school premises, at recess, and before and after school. They shall use all reasonable efforts to prevent pupils from gathering on the school grounds before the hours for opening the school, and they shall require them to leave the premises at the close of the school.

§ 7. Teachers may visit any of the public schools of the city for the purpose of observing modes of instruction and discipline. Such visits shall not occupy more than two days in a year, and one visiting day only can be taken in any term, and for this purpose only one room in the same building can be dismissed at the same time.

§ 8. The teachers shall practice such discipline in their schools as would be exercised by a kind, firm and judicious parent in his family; and they shall resort to corporal punishment only when milder means have been tried and found to fail. Each teacher shall keep a list of all cases of corporal punishment inflicted by said teacher, and at the close of each month shall report the same to the superintendent, with date, name of pupil, and cause of such punishment.

§ 9. They shall open school at the appointed time, devote themselves exclusively to their work, during school hours, maintain good order, and adhere to the course of study prescribed by the board.

§ 10. No teacher shall read or distribute any advertisement, nor allow any advertisement to be read or distributed in any school room, or upon any of the school premises.

§ 11. Notice of the supplies or repairs required in any of the school rooms should be sent, in writing, to the superintendent.

§ 12. The books used and the studies pursued shall be such, and only such, as may be authorized by the board; and no

pupil shall be allowed to retain connection with any public school unless furnished with books, slate, and other utensils required to be used in the class to which he belongs: Provided, that no pupil shall be excluded for such cause unless the parent or guardian shall be furnished by the teacher with a list of books or articles needed, and one week shall have elapsed after such notice without the pupil's obtaining said books.

§ 13. It shall be the duty of all teachers, from time to time, to send reports to parents in such form as the superintendent shall direct, indicating the rank of their children, in scholarship and deportment. They shall also immediately notify parents of any irregularity in attendance on the part of their children, unless they have good reason to believe that such irregularity is unavoidable, and with the parents' knowledge and consent.

§ 14. It shall be the duty of each teacher having charge of a room to make out a programme of recitation and studies of the different classes in the school, at the beginning of each term, placing the same in a conspicuous place in the school room for reference, and furnish the superintendent with a copy, and notify him of any changes in the same.

§ 15. The board will not take notice of any charge against any teacher or teachers unless presented in writing and signed by at least one responsible person.

§ 16. No teacher shall have the right to resign during the term for which he or she was appointed, without the consent of the board, and at least two weeks' notice, but the board reserves the right to dismiss any teacher at its pleasure.

§ 17. During the noon intermission, a teacher shall remain at each school building, to preserve order among those who may be permitted to be in their rooms during this time.

§ 18. Each teacher shall keep his or her register and class book neatly and accurately, and in accordance with the prescribed forms, and at the end of the year return them to the superintendent at his office.

§ 19. The teachers are expected to give vigilant attention to the ventilation and temperature of their school rooms.

§ 20. Teachers are prohibited from awarding prizes to the pupils under their charge, unless authorized by the board.

§ 21. They shall read, from time to time, and explain to their schools, all the rules relating to pupils, that they may be distinctly understood.

PUPILS.

SECTION 1. None but legal residents of Galesburg, between the ages of six and twenty-one years, shall be admitted into any of the public schools without permission of the board, and the payment, in advance, of tuition, at the rate of fifty cents per week.

§ 2. Pupils can only be admitted to the schools for the first time by a permit issued by the superintendent, entitling them to enter Monday morning of any week. Pupils may be received during the first three days of any term; after which, application for admission must be made on Monday mornings, at the office of the superintendent.

§ 3. Every scholar who shall be absent four half-days, or tardy four times, or who shall leave school without permission twice within four consecutive weeks, without a statement from the parent or guardian, given in person or by written note, stating that these absences were caused by his own sickness, or sickness in the family, or to avoid an imprudent exposure of health, or unless such absences shall be in accordance with previous request of the parent or guardian, given in person or by written note, shall forfeit his seat in school, and the teacher shall forthwith notify the parent that the pupil is suspended: Provided, that no teacher shall be required to enforce this regulation until other reasonable means for correcting such irregularities have been tried. No pupil who has been thus suspended

shall be restored until the superintendent has received satisfactory assurance from the parent or guardian that these irregularities will be corrected in the future. All restorations by the superintendent shall take effect upon the first day of the school month next succeeding such restoration, unless in special cases, which may be left to the discretion of the superintendent.

§ 4. The superintendent, with the advice and under the direction of the board, shall have power to classify all the pupils attending the public schools, and to assign them to such rooms and buildings as shall best subserve the interests of all the schools.

§ 5. No pupil shall be transferred from one school to another without permission from the superintendent, and no pupil under censure in one school shall be transferred to another until that censure is removed.

§ 6. No pupil known to be affected with any contagious or infectious disease, or coming from a family where such disease prevails, shall be received or continued in any school.

§ 7. Any pupil guilty of defacing or injuring any school property shall pay in full to the extent of the damage, and be liable to suspension or expulsion in case such injury was wantonly committed.

§ 8. Any pupil who shall be absent from any regular examination shall forfeit his or her seat, and shall not thereafter enter any of the schools of the city without a special permit from the superintendent.

§ 9. Whenever a parent or guardian wishes to have a pupil excused from any regular study of his class, or regularly during any portion of school hours, for any reason whatsoever, he shall apply to the superintendent in person or by written note, stating the reasons for such request; and the superintendent shall have power to grant it, and it shall be his duty to make a record of all such permits, with the reason therefor.

§ 10. All scholars are required to refrain from every kind of rude behavior in the school buildings, such as loud and boisterous laughing and talking, whistling, running and scuffling; and to conduct themselves as well-bred persons would do in a private house.

§ 11. No games shall be permitted in the basements or yards which will endanger the safety of any property in the buildings or on adjoining grounds; nor upon the streets to the annoyance of passers-by. Pupils are prohibited from throwing snowballs or missiles of any kind, on the school premises, or on the streets adjacent.

§ 12. Whenever the teacher of any school shall report to the superintendent the name of any pupil whose conduct is considered such that he or she is unfit to be a member of the school, the case shall at once be examined by the superintendent, and if, in his judgment, the pupil has been duly admonished, and he exhibits no signs of reformation, he shall temporarily suspend the pupil. He shall inform the parent, stating the cause of suspension. Any pupil thus suspended may be restored at the discretion of the superintendent; but no pupil shall be finally expelled from school without the action of the board. A record of all suspensions and expulsions shall be kept at the office of the superintendent.

§ 13. No pupils shall be advanced from one grade to another except by special permission of the superintendent, until they are able to sustain a satisfactory examination in all the studies of the grade from which they are to be transferred. They should be able to read any of the lessons they have gone over, with proper expression; explain the meaning of any of the words; give the names and uses of the different marks used, and spell any of the words by letters and by sounds. All promotions shall be made at the commencement of the school month. Pupils may be sent into a lower class whenever their scholarship has been of the third rank two months in succession, or whenever it seems probable that they will not attain a

fair standing in a class to which they belong. The third rank shall be below an average of 75 per cent.

§ 14. In all the grades, and for graduation from the High School, the year's standing, and the final examination will be taken into consideration, and those only who attain an average standing of 75 per cent. in both taken together, will be admitted to the grade above, or to graduate.

§ 15. Any child who comes to school without having given reasonable attention to cleanliness of person or dress, may be sent home to be prepared for school in a proper manner.

§ 16. All pupils shall be considered as belonging to the school of suitable grade nearest their residences, unless for sufficient reasons the superintendent shall assign them to another school.

§ 17. Teachers may require pupils, guilty of insubordination, to make an apology as openly and explicitly as the nature of the case may require.

DIRECTIONS FOR KEEPING RECORDS.

SECTION 1. The ages of all pupils shall be taken in years and months immediately upon their entering school.

§ 2. Every pupil, upon entering the school, prepared with books and other requisites for performing his work, shall be enrolled as a member of the school, and the record of every pupil so enrolled shall be preserved, and shall enter into and form a part of the record of the school, whether he be a member for one day, for one week, or for an entire term.

§ 3. Every pupil who shall have been in attendance during half or more than half of a given session, shall be accounted present for that session; otherwise he shall be accounted absent.

§ 4. The name of any pupil who shall have been absent five consecutive days for sickness shall be dropped from the roll;

and the name of any who shall have been absent for three consecutive days for unknown cause, or for other cause than sickness, shall be dropped from the roll as soon as the teacher has positive knowledge that he has left and does not intend to return.

§ 5. No record of attendance shall be kept for any half day unless the schools shall have been in session for at least one-half of the half day.

§ 6. Any pupil that shall be absent from the school-room at a definite time previously fixed for the beginning of the session shall be marked tardy; except in a case where a pupil, after having been present in the school room shall be sent by the teacher into other parts of the school building, or upon the school premises, to attend to business connected with the school.

§ 7. The average number belonging shall be found by dividing the whole number of days of *membership* by the number of days of school.

§ 8. The average daily attendance shall be found by dividing the whole number of days *present* by the number of days of school.

§ 9. The per cent. of attendance shall be found by dividing one hundred times the average daily attendance by the average number belonging.

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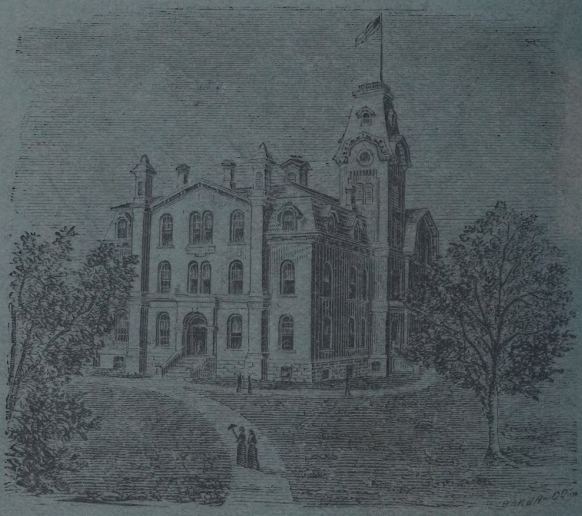

HIGH SCHOOL BUILDING.